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ABSTRACT

This document is a sample of the type of report that the American College Testing (ACT) Program sends high schools to reflect the characteristics of students from the schools who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 2000. Depending on the proportion of students who took the ACT Assessment, the data may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend of college-bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix contains additional information about the testing process and the recommended core curriculum. Included with this document is the "Standards for Transition Summary Profile," a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.) (SLD)

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ED 445 112

The High School Profile Report

Normative Data

A Description of
the Academic Abilities and Nonacademic Characteristics
of Your ACT Tested 2000 Graduates

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 2000

HS GRADUATING CLASS OF 2000
NATIONAL REPORT

CODE 990-000

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ACT
INFORMATION FOR LIFE'S TRANSITIONS

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ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 2000

HS GRADUATING CLASS OF 2000
NATIONAL REPORT

CODE 990-000

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 2000. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

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EXECUTIVE SUMMARY - AVERAGE ACT SCORES BY LEVEL OF ACADEMIC PREPARATION

	FREQUENCY CORE/LESS		PERCENT CORE/LESS	ENGLISH CORE/LESS	MATH CORE/LESS	READING CORE/LESS	SCI REAS CORE/LESS	COMPOSITE CORE/LESS
1995-96	542136	354733	59/ 38	21.5/18.6	21.5/18.4	22.5/19.7	22.1/19.6	22.0/19.2
1996-97	566141	361947	59/ 38	21.5/18.6	21.8/18.7	22.5/19.7	22.1/19.6	22.1/19.3
1997-98	606406	354306	61/ 36	21.5/18.6	22.0/18.9	22.4/19.7	22.0/19.6	22.1/19.3
1998-99	615545	367537	60/ 36	21.6/18.7	21.8/18.9	22.4/19.8	21.9/19.6	22.0/19.4
1999-00	645513	376645	61/ 35	21.5/18.8	21.8/19.0	22.4/19.8	21.8/19.7	22.0/19.5

BELOW ARE LISTED THE FIVE ACT SCORE AVERAGES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES FOR TOTAL GROUP

	FREQUENCY	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
1995-96	924663	20.3	20.2	21.3	21.1	20.9
1996-97	959301	20.3	20.6	21.3	21.1	21.0
1997-98	995039	20.4	20.8	21.4	21.1	21.0
1998-99	1019053	20.5	20.7	21.4	21.0	21.0
1999-00	1065138	20.5	20.7	21.4	21.0	21.0

BELOW ARE LISTED THE FIVE ACT SCORE QUARTILE VALUES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - ACT SCORE QUARTILE VALUES*

	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
Q3 (75TH PERCENTILE)	24.3	24.4	25.7	23.9	24.3
Q2 (50TH PERCENTILE - MEDIAN)	20.3	19.7	21.1	20.8	20.7
Q1 (25TH PERCENTILE)	16.5	16.8	16.8	17.9	17.5

* THE QUARTILE VALUES ARE INTERPOLATED AND ARE BASED UPON CALCULATED STUDENT PERCENTILE RANKS WHICH MAY DIFFER FROM THE CUMULATIVE PERCENTAGES REPORTED IN THE FREQUENCY DISTRIBUTION TABLES IN THE HIGH SCHOOL PROFILE REPORT

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK MEAN	AM IND, ALSK NTV MEAN	CAUC-AM/ WHITE MEAN	MEX-AM/ CHICANO MEAN	ASIAN-AM, PAC ISLDR MEAN	P RICAN, HISPANIC MEAN
CORE OR MORE	(N= 63837)	(N= 5382)	(N= 470451)	(N= 23831)	(N= 24458)	(N= 9350)
ENGLISH	17.4	19.7	22.3	18.6	21.3	19.8
USAGE/MECH	8.6	9.7	11.3	9.3	10.9	10.0
RHET SKILLS	8.9	10.2	11.5	9.6	10.9	10.2
MATHEMATICS	17.6	20.0	22.4	19.6	23.9	20.6
PRE/ELEM-ALG	8.9	10.4	12.0	10.2	12.7	10.9
ALG/CRD-GEOM	8.6	9.8	11.0	9.6	11.9	10.1
PLANE GEOM/TRIG	8.7	10.3	11.5	10.0	12.3	10.5
READING	17.8	20.9	23.1	19.7	22.0	20.9
SOC STU/SCI	8.6	10.5	11.7	9.6	11.1	10.3
ARTS/LITERATURE	9.2	10.8	12.0	10.3	11.3	11.0
SCI REASONING	17.9	20.6	22.5	19.6	22.0	20.4
COMPOSITE	17.8	20.4	22.7	19.5	22.4	20.5
LESS THAN CORE	(N= 42874)	(N= 4821)	(N= 266811)	(N= 16018)	(N= 9314)	(N= 5561)
ENGLISH	15.0	16.6	19.6	16.3	18.6	17.1
USAGE/MECH	7.1	7.8	9.7	7.8	9.3	8.3
RHET SKILLS	7.8	8.7	10.2	8.5	9.6	8.9
MATHEMATICS	15.8	17.1	19.5	17.4	21.3	17.9
PRE/ELEM-ALG	7.4	8.4	10.2	8.6	11.0	8.9
ALG/CRD-GEOM	7.6	8.2	9.5	8.4	10.5	8.7
PLANE GEOM/TRIG	7.8	8.8	10.0	8.9	10.9	9.0
READING	16.0	18.2	20.6	17.6	19.6	18.4
SOC STU/SCI	7.7	9.0	10.4	8.6	9.8	9.0
ARTS/LITERATURE	8.0	9.2	10.6	8.9	9.9	9.4
SCI REASONING	16.5	18.4	20.4	18.0	20.1	18.4
COMPOSITE	16.0	17.7	20.2	17.5	20.0	18.0
NO RESPONSE	(N= 3906)	(N= 773)	(N= 24755)	(N= 1565)	(N= 1707)	(N= 1490)

TABLE 1 (CONTINUED)

	AFRI-AM/ BLACK MEAN	AM IND, ALSK NTV MEAN	CAUC-AM/ WHITE MEAN	MEX-AM/ CHICANO MEAN	ASIAN-AM, PAC ISLDR MEAN	P RICAN, HISPANIC MEAN
TOTAL GROUP	(N= 110617)	(N= 10976)	(N= 762017)	(N= 41414)	(N= 35479)	(N= 16401)
ENGLISH	16.4	18.0	21.3	17.6	20.5	18.7
USAGE/MECH	8.0	8.7	10.7	8.6	10.4	9.3
RHET SKILLS	8.4	9.4	11.0	9.1	10.5	9.6
MATHEMATICS	16.8	18.5	21.3	18.7	23.2	19.5
PRE/ELEM-ALG	8.3	9.4	11.4	9.6	12.2	10.1
ALG/CRD-GEOM	8.2	9.0	10.4	9.1	11.5	9.6
PLANE GEOM/TRIG	8.3	9.5	11.0	9.6	11.9	9.9
READING	17.0	19.4	22.2	18.8	21.3	19.9
SOC STU/SCI	8.3	9.7	11.2	9.2	10.7	9.8
ARTS/LITERATURE	8.7	9.9	11.5	9.7	10.9	10.4
SCI REASONING	17.3	19.4	21.7	18.9	21.5	19.5
COMPOSITE	17.0	19.0	21.8	18.6	21.7	19.5

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK		AM IND, ALSK NTV		CAUC-AM/ WHITE		MEX-AM/ CHICANO		ASIAN-AM, PAC ISLDR		P RICAN, HISPANIC	
	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN	FREQ	MEAN
HIGH SCHOOL AVERAGE												
3.50 - 4.00	15626	20.4	2832	22.3	288304	24.5	11079	21.3	16313	24.2	3819	22.8
3.00 - 3.49	27992	17.9	2773	19.2	203126	21.2	12300	18.6	9303	20.5	4496	19.7
2.50 - 2.99	28737	16.4	2117	17.6	123316	19.4	8307	17.2	4268	18.5	3286	18.2
2.00 - 2.49	19463	15.4	1174	16.5	60307	18.1	3961	16.5	1700	17.3	1685	16.9
1.99 & BELOW	6021	14.8	441	15.7	16407	17.2	1085	15.8	435	16.2	440	15.8
CGPA PRED BY STUDENT												
3.5 - 4.0	14584	20.1	1968	22.8	202429	25.1	7702	21.9	13345	24.5	3845	22.6
3.0 - 3.4	39034	17.7	3916	19.5	303648	21.7	16685	18.9	12878	20.9	6460	19.6
2.5 - 2.9	27887	16.2	2353	17.6	137606	19.4	9043	17.3	4587	18.6	2890	17.6
2.0 - 2.4	16915	15.1	1396	16.2	59366	17.8	4231	15.9	1714	16.9	1251	16.3
1.9 & BELOW	4371	14.4	413	15.2	12103	16.7	910	15.2	420	15.9	278	15.5
HIGH SCHOOL RANK												
TOP QUARTER	25788	19.5	3789	21.4	333090	24.2	13914	21.1	17111	24.2	5283	22.3
2ND QUARTER	39905	16.8	3677	18.1	248409	20.3	14090	18.0	10144	19.8	5381	18.8
BOTTOM HALF	33899	15.6	2339	16.7	120932	18.3	9595	16.5	4961	17.7	3507	17.1

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

		SATISFIED NO CHANGE NECESSARY		PRETTY MUCH NEUTRAL		DISSATISFIED IMPROVEMENT NEEDED		NO EXPER-IENCE	
		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
CLASSROOM INSTRUCTION	MALE	231916	22	133328	13	43146	4	2611	0
	FEMALE	301589	28	186448	18	70165	7	2591	0
	TOTAL	535316	50	320816	30	113715	11	5223	0
NO. & VARIETY OF COURSE OFFERINGS	MALE	217578	20	99543	9	90682	9	3423	0
	FEMALE	280735	26	121313	11	155269	15	3797	0
	TOTAL	500003	47	221659	21	246717	23	7242	1
GRADING PRACTICES & POLICIES	MALE	198722	19	140591	13	67224	6	4285	0
	FEMALE	280465	26	183274	17	92591	9	4388	0
	TOTAL	480752	45	324972	31	160393	15	8702	1
NO. & KINDS OF TESTS GIVEN	MALE	192145	18	166763	16	48281	5	3548	0
	FEMALE	252836	24	228328	21	75920	7	3371	0
	TOTAL	446473	42	396389	37	124648	12	6955	1
GUIDANCE SERV PROVIDED BY TOTAL SCHOOL	MALE	207221	19	109389	10	76192	7	17837	2
	FEMALE	269066	25	134841	13	136133	13	20244	2
	TOTAL	477896	45	245049	23	213056	20	38196	4
SCHOOL RULES, REGULATIONS, & POLICIES	MALE	149933	14	125449	12	127892	12	7203	1
	FEMALE	200887	19	169012	16	183734	17	6517	1
	TOTAL	352007	33	295448	28	312661	29	13779	1
LIBRARY OR LEARNING CENTER	MALE	210694	20	124161	12	66754	6	8973	1
	FEMALE	287475	27	164749	15	96877	9	11229	1
	TOTAL	499805	47	289877	27	164233	15	20269	2
LABORATORY FACILITIES	MALE	189902	18	130904	12	74362	7	15421	1
	FEMALE	241410	23	181360	17	112317	11	25178	2
	TOTAL	432788	41	313304	29	187281	18	40756	4
PROVISIONS FOR SPECIAL HELP IN READING,MATH,ETC	MALE	145030	14	119818	11	42738	4	102902	10
	FEMALE	191707	18	147313	14	72150	7	148991	14
	TOTAL	338000	32	268081	25	115255	11	252590	24
PROVISIONS FOR ACADEMICALLY OUTSTANDING STU	MALE	219522	21	109494	10	43250	4	38389	4
	FEMALE	309886	29	134533	13	70489	7	45474	4
	TOTAL	531188	50	244894	23	114078	11	84155	8
ADEQUACY OF PROG IN CAREER EDUC & PLANNING	MALE	164230	15	140460	13	73744	7	31418	3
	FEMALE	212139	20	173328	16	128658	12	44876	4
	TOTAL	377735	35	314811	30	203035	19	76540	7

TOTAL STUDENTS IN REPORT - 1065138

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR ALL STUDENTS (STUDENT COUNT = 1065138)

STD SCORE	ACT ENGLISH FREQ	PB	ACT MATHEMATICS FREQ	PB	ACT READING FREQ	PB	ACT SCI REASONING FREQ	PB	ACT COMPOSITE FREQ	PB
36	1258	99	1863	99	8479	99	2325	99	131	99
35	3128	99	2437	99	9383	99	3017	99	888	99
34	6338	99	3857	99	14767	98	5411	99	2581	99
33	4967	99	5860	99	18689	97	4923	99	5183	99
32	8765	99	13515	99	21564	95	7946	99	8717	99
31	13103	98	17396	97	15908	93	7112	98	13389	98
30	25422	96	17670	96	21399	92	10827	97	19383	97
29	23323	94	27436	94	28806	90	15227	96	24535	95
28	38536	92	31285	92	42043	87	22681	95	32823	93
27	38040	88	41680	89	38033	83	39057	93	40194	90
26	39864	85	45121	85	56036	79	49269	89	48243	86
25	51383	81	50797	80	50536	74	52673	84	56810	82
24	60880	76	52156	76	53268	69	80681	79	64774	76
23	62941	70	51061	71	59550	64	78025	72	71688	70
22	60852	65	56786	66	67743	59	101145	64	77837	63
21	74420	59	62915	61	70272	52	74423	55	83092	56
20	81216	52	64945	55	68743	46	103896	48	86447	48
19	79310	44	88127	49	52442	39	92244	38	84148	40
18	63596	37	94990	40	57981	35	84638	30	80206	32
17	64444	31	97413	31	62137	29	71163	22	71926	25
16	59320	25	86692	22	46386	23	52333	15	62051	18
15	55427	19	77957	14	46766	19	31308	10	50237	12
14	36405	14	42247	7	45923	14	30698	7	37662	7
13	30377	11	18302	3	41769	10	21918	4	24574	4
12	26149	8	8886	1	35157	6	10751	2	12361	2
11	18578	5	2983	1	20166	3	5726	1	4066	1
10	17407	3	514	1	5273	1	3528	1	896	1
9	11513	2	145	1	3340	1	1589	1	225	1
8	5395	1	40	1	1415	1	429	1	53	1
7	2040	1	43	1	515	1	78	1	12	1
6	541	1	7	1	409	1	32	1	5	1
5	145	1	9	1	127	1	38	1	1	1
4	43	1	0	1	58	1	0	1	0	1
3	8	1	2	1	37	1	18	1	0	1
2	2	1	0	1	17	1	0	1	0	1
1	2	1	1	1	1	1	9	1	0	1
FREQUENCIES AND PERCENTAGES OF SCORES IN THE STANDARDS FOR TRANSITION SCORE INTERVALS										
33-36	15691	1	14017	1	51318	5	15676	1	8783	1
28-32	109149	10	107302	10	129720	12	63793	6	98847	9
24-27	190167	18	189754	18	197873	19	221680	21	210021	20
20-23	279429	26	235707	22	266308	25	357489	34	319064	30
16-19	266670	25	367222	34	218946	21	300378	28	298331	28
01-15	204032	19	151136	14	200973	19	106122	10	130092	12
MEAN(SD)	20.5(5.5)		20.7(5.0)		21.4(6.1)		21.0(4.5)		21.0(4.7)	

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

STD SCORE	USAGE/MECH FREQ	USAGE/MECH PB	RHET SKILLS FREQ	RHET SKILLS PB	SOC STU/SCI FREQ	SOC STU/SCI PB	ARTS/LIT FREQ	ARTS/LIT PB	STD SCORE
18	14195	99	5854	99	27575	99	31405	99	18
17	25343	99	17532	99	30792	97	65849	97	17
16	40169	96	26234	98	56789	95	62977	91	16
15	62470	93	65831	95	55246	89	73611	85	15
14	83365	87	71340	89	88603	84	83747	78	14
13	77566	79	86011	82	72562	76	90997	70	13
12	81354	72	104999	74	80473	69	95170	62	12
11	103032	64	148270	65	121250	61	85299	53	11
10	106218	54	141328	51	125100	50	105529	45	10
9	106372	44	148123	37	109054	38	68630	35	9
8	120426	34	104084	23	105931	28	72562	28	8
7	89712	23	64043	14	71326	18	78701	22	7
6	58099	15	42625	8	51953	11	60080	14	6
5	48823	9	21593	4	35071	6	51506	9	5
4	32689	5	12184	2	21645	3	22081	4	4
3	11978	1	4122	1	8277	1	12821	2	3
2	3022	1	901	1	2754	1	3757	1	2
1	305	1	64	1	737	1	416	1	1
MEAN	10.3		10.6		10.7		11.1		
S.D.	3.5		2.9		3.5		3.8		

STD SCORE	PRE/ELEM ALG FREQ	PRE/ELEM ALG PB	ALG/CRD-GEOM FREQ	ALG/CRD-GEOM PB	PLN GEOM/TRIG FREQ	PLN GEOM/TRIG PB	STD SCORE
18	27191	99	11199	99	11745	99	18
17	48841	97	7477	99	707	99	17
16	38946	93	18599	98	37395	99	16
15	50760	89	37168	97	58904	95	15
14	89749	84	55382	93	82795	90	14
13	103571	76	101317	88	97593	82	13
12	90955	66	89913	78	99144	73	12
11	91181	58	146779	70	124584	64	11
10	130291	49	140075	56	163844	52	10
9	113841	37	156629	43	149232	36	9
8	104998	26	134086	28	113272	22	8
7	81081	16	61920	16	52755	12	7
6	52945	9	41096	10	32228	7	6
5	26448	4	38645	6	17272	4	5
4	8493	1	13081	2	7526	2	4
3	4656	1	6794	1	10842	2	3
2	1033	1	2465	1	2718	1	2
1	158	1	2513	1	2582	1	1
MEAN	10.9		10.1		10.6		
S.D.	3.4		2.9		2.9		

NUMBER OF STUDENTS - 1065138

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

GROUP	FREQUENCY	ENGLISH MEAN	ENGLISH SD	MATH MEAN	MATH SD	READING MEAN	READING SD	SCI REASONING MEAN	SCI REASONING SD	COMPOSITE MEAN	COMPOSITE SD
MALES	455817	20.0	5.6	21.4	5.2	21.2	6.1	21.6	4.8	21.2	4.9
FEMALES	604646	20.9	5.5	20.2	4.8	21.5	6.0	20.6	4.3	20.9	4.6
NO GENDER	4675	19.8	5.4	20.3	4.7	21.0	5.9	20.7	4.3	20.6	4.5

PERCENT OF STUDENTS IN STANDARDS FOR TRANSITION SCORE INTERVALS BY GENDER

SCORE INTERVAL	M	F	M	F	M	F	M	F	M	F
33-36	1	2	2	1	5	5	2	1	1	1
28-32	9	11	13	8	12	12	8	4	10	9
24-27	16	19	19	17	18	19	23	19	20	20
20-23	25	27	22	22	24	25	32	35	29	31
16-19	26	24	31	37	21	21	25	31	27	29
01-15	22	17	12	16	20	18	9	10	13	12

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

EXPRESSED ADEQUACY	TOTAL FREQ	TOTAL PC	AVG ACT COMP	BUS-COMM FREQ	BUS-COMM PC	VOC-OCC FREQ	VOC-OCC PC	COL PREP FREQ	COL PREP PC	OTHER-GEN FREQ	OTHER-GEN PC
EXCELLENT	182267	19	23.3	5025	12	7032	11	144482	22	25728	12
GOOD	424107	43	21.3	17545	41	25873	41	288947	44	91742	41
AVERAGE	233704	24	19.5	12694	29	19809	31	131444	20	69757	32
BELOW AVERAGE	51691	5	19.5	3125	7	4712	7	28001	4	15853	7
VERY INADEQUATE	71926	7	20.5	4079	9	5149	8	47933	7	14765	7
NO RESPONSE	16331	2	21.2	668	2	832	1	11564	2	3267	1
NO. OF STUDENTS	980026			43136		63407		652371		221112	

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

REFERENCE GROUPS	FREQUENCY	ENGLISH MEAN	ENGLISH SD	MATH MEAN	MATH SD	READING MEAN	READING SD	SCI REASONING MEAN	SCI REASONING SD	COMPOSITE MEAN	COMPOSITE SD
ALL GRADUATES	1065138	20.5	5.5	20.7	5.0	21.4	6.1	21.0	4.5	21.0	4.7
COLLEGE CORE											
E4, M3, SS3, NS3	645513	21.5	5.3	21.8	5.0	22.4	6.0	21.8	4.5	22.0	4.6
In between	267183	19.2	5.4	19.2	4.5	20.2	5.8	20.0	4.3	19.8	4.4
E4, M2, SS2, NS2	109462	17.7	5.3	18.4	4.5	19.0	5.8	19.2	4.3	18.7	4.4
No Response	42980	19.7	5.8	20.5	5.1	20.7	6.3	20.4	4.7	20.4	4.9
HS GPA RANGES											
3.50 - 4.00	364661	23.9	4.9	24.1	4.8	24.7	5.7	23.6	4.3	24.2	4.2
3.00 - 3.49	281627	20.1	4.7	20.2	4.2	21.0	5.4	20.8	3.9	20.7	3.9
2.50 - 2.99	184525	18.0	4.6	18.2	3.6	19.0	5.1	19.2	3.8	18.7	3.6
2.00 - 2.49	95839	16.5	4.4	17.1	3.1	17.5	4.9	18.1	3.7	17.4	3.4
1.99 & below	26941	15.3	4.3	16.3	2.8	16.5	4.6	17.3	3.6	16.5	3.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS (TOTAL)

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	352637	3.34	21.0	21.5
ENG 9, ENG 10, ENG 11, ENG 12	608193	3.21	20.4	21.0
LESS THAN 4 YEARS OF ENGLISH	60191	3.06	18.6	19.6
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	44117	-.--	19.6	20.4

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	65733	3.52	24.9	24.4
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	99976	3.25	22.3	22.5
ALG 1, ALG 2, GEOM, TRIG	104314	3.06	20.5	21.0
ALG 1, ALG 2, GEOM, OTHER ADV MATH	120692	3.05	20.4	20.9
ALG 1, ALG 2, GEOM	214954	2.62	17.7	18.7
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	246221	3.44	24.0	23.6
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	55800	3.00	19.9	20.4
LESS THAN 3 YEARS OF MATH	110162	2.40	16.7	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	47286	-.--	20.3	20.3

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	29538	3.38	22.4	21.9
US HIST, WORLD HIST, AM GOVT	68468	3.23	21.1	20.8
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	432296	3.43	21.8	21.4
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	334512	3.31	21.4	21.1
LESS THAN 3 YEARS OF SOC SCI	153938	3.16	20.3	20.1
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	46386	-.--	20.7	20.4

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	318513	3.41	22.5	22.7
BIOLOGY, CHEMISTRY, PHYSICS	118726	3.34	23.2	23.7
GEN SCIENCE, BIOLOGY, CHEMISTRY	330577	3.08	20.2	20.1
OTHER COMBINATIONS OF 3 YEARS NAT SCI	30391	3.15	20.9	20.7
LESS THAN 3 YEARS OF NAT SCI	219601	2.88	19.1	18.7
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	47330	-.--	20.4	20.4

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR MALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	146065	3.20	20.6	21.7
ENG 9, ENG 10, ENG 11, ENG 12	257104	3.06	19.9	21.1
LESS THAN 4 YEARS OF ENGLISH	29506	2.91	18.2	19.8
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	23142	.--	18.9	20.3

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	29413	3.48	25.6	24.5
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	35762	3.18	22.9	22.6
ALG 1, ALG 2, GEOM, TRIG	41979	2.99	21.1	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	43438	2.96	20.9	20.9
ALG 1, ALG 2, GEOM	85426	2.54	18.1	18.6
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	119533	3.40	24.8	23.9
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	26576	2.93	20.4	20.5
LESS THAN 3 YEARS OF MATH	49123	2.35	17.1	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	24567	.--	20.6	20.2

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14562	3.31	22.0	21.9
US HIST, WORLD HIST, AM GOVT	32465	3.17	21.0	21.0
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	174809	3.37	21.7	21.6
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	139482	3.25	21.3	21.3
LESS THAN 3 YEARS OF SOC SCI	70149	3.10	20.2	20.3
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	24350	.--	20.3	20.3

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	149810	3.37	23.2	23.0
BIOLOGY, CHEMISTRY, PHYSICS	51982	3.30	24.1	24.1
GEN SCIENCE, BIOLOGY, CHEMISTRY	120998	2.97	20.5	20.0
OTHER COMBINATIONS OF 3 YEARS NAT SCI	16332	3.11	21.5	20.9
LESS THAN 3 YEARS OF NAT SCI	91869	2.78	19.3	18.5
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	24826	.--	20.6	20.3

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR FEMALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	205365	3.44	21.4	21.3
ENG 9, ENG 10, ENG 11, ENG 12	348693	3.32	20.8	20.9
LESS THAN 4 YEARS OF ENGLISH	30231	3.21	19.0	19.5
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	20357	-.--	20.4	20.6

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	36069	3.56	24.3	24.2
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	63875	3.29	21.9	22.5
ALG 1, ALG 2, GEOM, TRIG	61865	3.11	20.1	21.0
ALG 1, ALG 2, GEOM, OTHER ADV MATH	76765	3.10	20.0	20.9
ALG 1, ALG 2, GEOM	128628	2.67	17.4	18.7
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	125895	3.47	23.3	23.4
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	29016	3.07	19.4	20.3
LESS THAN 3 YEARS OF MATH	60464	2.45	16.3	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	22069	-.--	19.9	20.4

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14855	3.44	22.7	21.9
US HIST, WORLD HIST, AM GOVT	35735	3.29	21.3	20.7
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	255880	3.46	21.9	21.2
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	193775	3.36	21.5	21.0
LESS THAN 3 YEARS OF SOC SCI	83013	3.22	20.4	20.0
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	21388	-.--	21.1	20.5

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	167621	3.45	21.9	22.4
BIOLOGY, CHEMISTRY, PHYSICS	66320	3.38	22.6	23.5
GEN SCIENCE, BIOLOGY, CHEMISTRY	208283	3.15	20.1	20.2
OTHER COMBINATIONS OF 3 YEARS NAT SCI	13919	3.20	20.2	20.4
LESS THAN 3 YEARS OF NAT SCI	126662	2.95	18.9	18.9
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	21841	-.--	20.1	20.5

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

	---PLANNED EDUC MAJOR---				MALE		FEMALE		TOTAL	
	NUMBER OF STUDENTS	AVG ACT COMP	CERTAINTY VERY (PERCENT)	CERTAINTY FAIRLY (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)
AGRICULTURE SCIENCE/TECH	20365	19.1	34	49	3	3	1	1	2	2
ARCH & ENVIR DESIGN	23481	20.8	36	49	3	3	2	2	2	3
BUSINESS & MGMT	106182	20.6	31	52	13	12	9	9	11	10
BUSINESS & OFFICE	8150	18.5	27	54	0	1	1	1	1	1
MARKETING & DISTRIBUTION	6518	19.6	27	53	0	1	1	1	1	1
COMMUNICATION & COMM TEC	41724	21.4	32	51	3	4	5	5	4	5
COMMUNITY & PRSNL SVCS	28273	18.8	43	45	3	4	3	3	3	3
COMPUTER & INFO SCI	43401	21.3	41	49	8	8	2	2	4	4
CROSS-DISC STUDIES	1095	23.3	20	46	0	0	0	0	0	0
EDUCATION	56377	20.3	46	43	2	2	9	9	6	6
TEACHER EDUCATION	35054	20.3	42	46	3	4	4	5	4	4
ENGINEERING	61648	22.6	33	52	12	11	2	2	6	6
ENGINEERING-RELATED TECH	20042	21.4	33	52	4	5	0	1	2	2
FOREIGN LANGUAGES	3753	23.4	33	47	0	0	1	0	0	0
HEALTH SCI & ALLIED HLTH	179137	20.9	48	43	10	10	25	26	18	20
HUMAN, FAMILY/CONS SCI	8513	18.8	39	45	0	0	1	2	1	1
LETTERS	7199	24.7	29	52	0	0	1	1	1	1
MATHEMATICS	4273	24.3	26	52	1	0	0	0	0	0
PHILOS, RELIG & THEOL	6915	22.5	45	40	1	1	1	1	1	1
SCI (BIOL & PHYSICAL)	48897	23.3	34	50	5	4	5	4	5	4
SOCIAL SCIENCES	84778	21.9	38	48	6	5	11	10	9	8
TRADE & INDUSTRIAL	11848	18.9	42	43	3	4	0	0	1	2
VISUAL & PERFORM ARTS	59414	21.3	43	43	6	6	6	7	6	6
UNDECIDED	102676	20.9	6	12	12	11	10	8	11	10
NO RESP TO ED MAJOR	95425									

TOTAL STUDENTS IN REPORT - 1065138

TABLE 11 BACKGROUND INFORMATION ABOUT THE GRADUATING CLASS

	NUMBER OF STUDENTS	MEAN ACT COMP	PC
HS CURRICULUM OR PROG			
BUS COMM/VOC-OCCUP	106543	18.2	10
COLL PREP	652371	22.1	61
OTHER/GENERAL/NO RESP	306224	19.7	29
REQUEST ASSISTANCE WITH			
ED/OCCUP PLANS	436769	21.2	41
EXPR IDEAS IN WRITING	218416	19.5	21
READING/COMPREHENSION	281327	19.3	26
STUDY SKILLS	421561	19.6	40
MATH SKILLS	410122	19.2	39
PERSONAL CONCERNS	113648	19.6	11
EXPRESSED FIN NEED			
NEED FINANCIAL AID	834259	21.0	78
NEED TO FIND WORK	703451	20.8	66
SPECIAL COLLEGE PROG			
INDEP STUDY	432134	21.8	41
HONORS COURSES	328112	23.6	31
ADV PLACEMENT IN COLL			
ENGLISH	297902	22.8	28
MATH	262919	23.3	25
SOCIAL STUDIES	269422	22.7	25
NATURAL SCIENCE	245271	22.9	23
FOREIGN LANG	207655	22.4	19
MAX YEARLY COLL TUITION			
$1000 & UNDER	46097	17.3	4
$1001 - $2000	62391	18.6	6
$2001 - $4000	135857	19.8	13
$4001 - $7500	157429	20.9	15
$7501 & OVER	59058	21.7	6
NO PREFERENCE	499684	22.1	47
NO RESPONSE	104622	20.7	10
MOST RECENTLY TESTED			
SOPHOMORE	7506	20.9	1
JUNIOR	352921	22.1	33
SENIOR	694795	20.5	65
OTHER/NO RESPONSE	9916	20.4	1
COLLEGE CORE PREPARATION			
CORE OR MORE	645513	22.0	61
LESS THAN CORE	376645	19.5	35
NO RESPONSE	42980	20.4	4

	NUMBER OF STUDENTS	MEAN ACT COMP	PC
RACE-ETHNIC BACKGROUND			
AFRICAN-AMER/BLACK	110617	17.0	10
AM INDIAN,ALASKAN NTV	10976	19.0	1
CAUCASIAN-AMER/WHITE	762017	21.8	72
MEXICAN-AMER/CHICANO	41414	18.6	4
ASIAN-AMER,PACIFIC ISL	35479	21.7	3
PUERTO RICAN,HISPANIC	16401	19.5	2
OTHER	16116	19.5	2
MULTIRACIAL	14441	21.2	1
PREFER NOT TO RESPOND	38318	22.2	4
NO RESPONSE	19359	20.7	2
ESTIMATED FAMILY INCOME			
LESS THAN $18,000	85096	18.3	8
ABOUT $18,000-$24,000	70603	19.1	7
ABOUT $24,000-$30,000	70099	19.8	7
ABOUT $30,000-$36,000	70819	20.4	7
ABOUT $36,000-$42,000	79868	20.7	7
ABOUT $42,000-$50,000	97107	21.1	9
ABOUT $50,000-$60,000	109404	21.6	10
ABOUT $60,000-$80,000	137913	22.1	13
ABOUT $80,000-$100,000	81406	22.6	8
MORE THAN $100,000	92705	23.4	9
NO RESPONSE	170118	20.9	16
HS CLASS RANK			
TOP QTR	430702	23.8	40
2ND QTR	347970	19.7	33
3RD QTR	168838	17.8	16
4TH QTR	21738	16.8	2
NO RESPONSE	95890	20.3	9
EDUC DEG ASPIRATION			
VOC-TECH	13169	17.2	1
2YR COL DEGREE	47586	17.4	4
BACHELORS DEGREE	356727	20.2	33
GRAD STUDY	215334	22.5	20
PROF LEVEL DEGREE	318412	22.2	30
OTHER	29816	18.4	3
NO RESPONSE	84094	20.4	8
NUMBER OF STUDENTS			
HOME SCHOOLED	4593	22.8	0
EARNED A GED	1231	19.5	0
ALL STUDENTS	1065138	21.0	100

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

	NUMBER OF STUDENTS	MEAN ACT COMP
AGRICULTURE SCIENCE/TECH	(20365)	(19.1)
AGRICULTURAL BUSINESS	1235	19.3
AGRICULTURAL ECONOMICS	169	19.8
AGRICULTURAL MECHANICS	290	17.8
AGRI PRODUCTION/TECH	244	19.3
AGRONOMY	329	20.3
ANIMAL SCIENCES	2006	20.5
FARM & RANCH MANAGEMENT	683	18.8
FISH, GAME, WILDLIFE MGMT	3226	19.0
FOOD SCIENCES/ENGINEERING	143	19.3
FORESTRY & RELATED SCI	1401	19.6
HORTICULTURE/ORNMNTL HORT	565	19.8
NATURAL RESOURCES MGMT	333	20.3
AGRICULTURE & AG TECH, GEN	9741	18.7
ARCH & ENVIR DESIGN	(23481)	(20.8)
ARCHITECTURAL DRAFTING	4667	20.1
ARCHITECTURE	3030	22.4
BLDG CON/CONSTRUCTION SCI	836	18.6
CITY, COMM & REG PLANNING	159	20.5
ENVIRONMENTAL DESIGN	142	19.5
INTERIOR DESIGN	3174	20.2
LANDSCAPE ARCHITECTURE	1193	20.3
ARCHI & ENVIR DESIGN, GEN	10280	21.1
BUSINESS & MGMT	(106182)	(20.6)
ACCOUNTING	12446	20.5
BANKING & FINANCE	3071	21.4
BUSINESS ADMIN & MGMT	14797	20.2
BUSINESS ECONOMICS	1899	21.6
CONTRACT MGMT & PURCHSING	162	18.8
HOTEL/RESTAURANT MGMT	2019	19.2
HUMAN RESOURCE DEVEL/TRNG	336	19.8
INSTITUTIONAL MANAGEMENT	28	20.2
INSURANCE & RISK MGMT	196	19.3
INTERNATL BUSINESS/MGMT	4181	22.4
LABOR/INDUSTRL RELATIONS	69	19.5
MANAGEMENT INFO SYSTEMS	579	22.0
MANAGEMENT SCIENCE	131	20.4
MARKETING MGMT & RESEARCH	2909	20.7
ORGANIZATIONAL BEHAVIOR	39	19.6
PERSONNEL MANAGEMENT	280	19.4
REAL ESTATE	1024	18.2
SML BUSINESS MGMT/OWNRSHP	4294	19.6
TRADE & INDUSTRIAL MGMT	134	18.2
TRANSPORTATION MANAGEMENT	107	19.4
BUSINESS & MGMT, GEN	57481	20.7
BUSINESS & OFFICE	(8150)	(18.5)
BOOKKEEPING/ACCT TECH	555	18.3
BUSINESS DP/COMPUTER OPER	606	17.3
COURT REPORTING	118	17.9
OFFICE SUPERVISION & MGMT	522	18.7
SECRETARIAL	1044	17.4
TYPING & GENERAL OFFICE	235	16.6
WORD PROCESSING	73	16.7
BUSINESS & OFFICE, GEN	4997	19.0
MARKETING & DISTRIBUTION	(6518)	(19.6)
FASHION MERCHANDISING	1518	18.8
RETAILING & SALES	601	19.1
TRAVEL SERVICES & TOURISM	484	17.7
MARKETING & DISTRIB, GEN	3915	20.2
COMMUNICATIONS & COMM TECH	(41724)	(21.4)
ADVERTISING	2724	21.3
GRAPHIC/COMMERCIAL ART	1901	19.8
GRAPHIC & PRINT COMMUNIC	593	20.1
JOURNALISM	6602	22.7
PHOTO/FILM/VIDEO TECH	1493	19.8
PUBLIC RELATIONS	1995	21.6
RADIO/TV BROADCASTING	5893	20.4
RADIO/TV PRODUCTN & TECH	1032	20.1
COMMUNIC & COMM TECH, GEN	19491	21.7
COMMNTY & PRSNL SVCS	(28273)	(18.8)
CORRECTIONS	139	17.8
COSMETOLOGY/HAIRSTYLING	1370	16.7
CRIMINAL JUSTICE/CRIMINOL	8204	19.1
FIRE PROTECTN/SAFETY TECH	858	18.5
FUNERAL SVCS/MORTUARY SCI	273	17.5
LAW ENFORCEMENT & ADMIN	4664	18.4
LIBRARY SCI/LIB ASSISTING	102	21.6
MILITARY SCIENCE/TECH	601	21.3
PARKS & RECREATION	229	19.5
PUBLIC ADMINISTRATION	122	20.7
PUBLIC AFFAIRS	123	19.0
SOCIAL WORK	3058	19.0
COMMNTY & PRSNL SVCS, GEN	8530	18.9

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
COMPUTER & INFO SCI	(43401)	(21.3)
COMPUTER PROGRAMMING	12385	20.4
COMPUTER SCIENCE	11760	22.3
DATA PROCESSING	321	17.3
INFO SCIENCES & SYSTEMS	1352	21.5
MATH/COMPUTER SCIENCE	980	24.1
COMPUTER & INFO SCI, GEN	16653	21.3
CROSS-DISC STUDIES	(1095)	(23.3)
AREA & ETHNIC STUDIES	143	22.5
LIBERAL ARTS/GEN STUDIES	667	23.1
MULTI-/INTERDISC STUDIES	99	26.2
CROSS-DISC STUDIES, GEN	186	23.3
EDUCATION	(56377)	(20.3)
ADULT & CONTINUING EDUC	152	20.7
EDUCATION ADMINISTRATION	392	19.6
ELEMENTARY EDUCATION	21211	20.1
JR HIGH/MIDDLE SCH EDUC	2422	19.7
PRE-ELEMENTARY EDUCATION	3171	18.8
SECONDARY EDUCATION	6056	21.9
STUDENT COUNSELING	733	19.1
TEACHER AIDE	48	15.8
EDUCATION, GENERAL	22192	20.4
TEACHER EDUCATION	(35054)	(20.3)
AGRICULTURAL EDUCATION	339	19.9
ART EDUCATION	966	20.4
BUSINESS EDUCATION	185	19.0
ENGLISH EDUCATION	2636	22.0
FOREIGN LANGUAGES EDUC	424	21.9
HEALTH EDUCATION	214	18.1
HUMAN, FAM/CONS SCI EDUC	83	18.9
INDUSTRIAL ARTS EDUCATION	76	18.9
MATHEMATICS EDUCATION	1552	22.0
MUSIC EDUCATION	3851	22.1
PHYSICAL EDUCATION	4730	17.9
SCIENCE EDUCATION	597	21.8
SOC STUDIES/SOC SCI EDUC	1760	21.4
SPECIAL EDUCATION	2074	19.9
SPEECH CORRECTION EDUC	215	19.9
TEACHING ENGL AS 2ND LANG	92	20.2
TECH/TRADE & IND ED	113	19.1
TEACHER EDUCATION, OTHER	1070	19.4
TEACHER EDUCATION, GEN	14077	20.1

	NUMBER OF STUDENTS	MEAN ACT COMP
ENGINEERING	(61648)	(22.6)
AEROSPACE ENGINEERING	4964	24.4
AGRICULTURAL ENGINEERING	436	20.9
ARCHITECTURAL ENGINEERING	1817	22.3
BIOENGINEER & BIOMED ENG	1524	26.0
CERAMIC ENGINEERING	32	23.7
CHEMICAL ENGINEERING	3045	24.8
CIVIL ENGINEERING	2202	22.9
COMPUTER ENGINEERING	5933	22.0
CONSTRUCTION ENG/MGMT	653	19.4
ELECTRCL & ELECTRONIC ENG	4747	21.8
ENGINEERING MANAGEMENT	156	20.7
ENGINEERING PHYSICS	346	25.8
ENGINEERING SCIENCE	187	22.4
ENVIRONMENTAL HEALTH ENG	242	22.5
GEOLOGICAL & GEOPHYS ENG	97	22.9
INDUSTRIAL ENGINEERING	478	21.2
MATERIALS ENGINEERING	107	23.1
MECHANICAL ENGINEERING	5245	22.5
METALLURGICAL ENGINEERING	60	22.7
MINING & MINERAL ENG	46	20.1
NAVAL ARCHIT & MARINE ENG	184	22.9
NUCLEAR ENGINEERING	302	23.9
OCEAN ENGINEERING	92	21.1
PETROLEUM ENGINEERING	104	22.1
SYSTEMS ENGINEERING	73	21.5
ENGINEERING, GENERAL	28576	22.3
ENGINEERING-RELATED TECH	(20042)	(21.4)
AERONAUTICAL TECHNOLOGY	1343	23.4
AC, HEATING, REFRIG TECH	188	16.7
ARCHITECTURAL DESIGN TECH	1002	21.5
BIOMEDICAL EQUIPMENT TECH	156	24.0
CIVIL ENGINEERING TECH	407	22.4
COMPUTER ENGINEERING TECH	3206	21.5
CONSTRUCTION/BLDG TECH	354	18.1
DRAFTING & DESIGN TECH	917	19.7
ELECTRICAL ENG TECHNOLOGY	1399	20.1
ELECTRONIC ENG TECHNOLOGY	1286	19.7
ELECTROMECHAN INSTR TECH	89	19.3
ENVIRONMENTAL CONTRL TECH	114	22.1
INDUSTRL PRODUCTION TECH	96	20.3

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
LASER/FIBER-OPTIC TECH	81	20.8
MANUFACTURING TECHNOLOGY	124	19.4
MECHANICAL ENG TECH	1267	21.2
MINING & PETROLEUM TECH	29	20.6
OCCUPATL SFTY & HLTH TECH	26	17.0
SURVEYING & MAPPING TECH	73	20.0
ENGINEERING TECH, OTHER	558	21.8
ENGINEER-RELATD TECH, GEN	7327	21.9
FOREIGN LANGUAGES	(3753)	(23.4)
ASIATIC LANGUAGES	219	23.7
CLASSICAL LANGUAGES	91	26.1
FRENCH	526	23.8
GERMAN	251	23.9
ITALIAN	24	22.8
MIDDLE EASTERN LANGUAGES	17	22.1
RUSSIAN	62	23.9
SPANISH	1276	22.9
FOREIGN LANGUAGES, OTHER	185	21.1
FOREIGN LANGUAGES, GEN	1102	23.8
HEALTH SCI & ALLIED HLTH	(179137)	(20.9)
CHIROPRACTIC	1365	20.4
DENTAL ASSISTING	504	16.9
DENTAL HYGIENE	2500	18.4
DENTAL LAB/TECHNOLOGY	109	18.3
DENTISTRY	3812	21.2
EMERG MED TECH/PARAMEDIC	1258	18.5
HEALTH CARE ADMIN	576	18.7
MEDICAL/SURG ASSISTING	2909	18.9
MEDICAL LAB/TECHNOLOGY	1287	20.1
MED RECORDS ADMIN/TECH	440	18.5
MEDICINE	37082	23.4
MNTL HLTH & HUM SVCS/TECH	718	20.0
NUCLEAR MEDICINE TECH	186	20.9
NURSING (PRACTICAL)	3232	17.0
NURSING (REGISTERED)	16651	18.6
OCCUPATNL THERAPY/ASSIST	2068	19.8
OPTOMETRY	1381	21.7
PHARMACY	5008	21.3
PHYSICIAN ASSISTING	1410	20.4
PHYSICAL THERAPY/ASSIST	17474	20.2
RADIOLOGY/RADIOLOGIC TECH	2806	18.8
REC/ART/MUSIC THERAPY	453	21.5
RESPIRATORY THERAPY/TECH	464	18.2
SPEECH PATHOL/AUDIOLOGY	975	21.4
VETERINARIAN ASSISTING	1168	18.2
VETERINARY MEDICINE	8679	22.2
HEALTH SCI & ALLIED, GEN	64622	20.6
HUMAN, FAMILY/CONS SCI	(8513)	(18.8)
CHILD DEV, CARE, GUIDANCE	1530	17.6
CHILD CARE AIDE/ASSISTING	326	15.9
CULINARY ARTS	1529	18.9
FAMILY/CONS RESOURCE MGMT	61	18.5
FASHION DESIGN	880	19.5
FOOD PRODUCTN, MGMT, SVCS	289	18.2
FOOD SCI & NUTR/DIETETICS	715	21.4
HUMAN ENVIRON & HOUSING	28	17.1
INDIVIDUAL & FAMILY DEVEL	89	18.8
TEXTILES AND CLOTHING	83	21.0
HUMAN, FAM/CONS SCI, GEN	2983	18.9
LETTERS	(7199)	(24.7)
CLASSICS	70	26.6
COMPARATIVE LITERATURE	92	25.0
CREATIVE WRITING	2382	23.8
ENGLISH, GENERAL	2285	25.4
LINGUISTICS	120	25.1
LITERATURE, ENGLISH/AMER	741	25.1
SPEECH & RHETORICAL STUDY	80	22.5
LETTERS, GENERAL	1429	24.9
MATHEMATICS	(4273)	(24.3)
ACTUARIAL SCIENCES	236	25.9
APPLIED MATHEMATICS	522	23.6
STATISTICS	147	23.2
MATHEMATICS, GENERAL	3368	24.3
PHILOS, RELIG & THEOLOGY	(6915)	(22.5)
BIBLE STUDIES	990	22.2
PHILOSOPHY	782	24.1
RELIGION	813	22.1
RELIGIOUS EDUCATION	714	21.6
RELIGIOUS MUSIC	302	21.9
THEOLOGY	772	22.8
PHILOS, RELIG & THEOL, GEN	2542	22.6

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
SCIENCES (BIOL & PHYSICAL)	(48897)	(23.3)
ASTRONOMY	1326	22.9
ATMOSPHER SCI & METEOROL	1751	22.1
BIOCHEMISTRY & BIOPHYSICS	2137	25.7
BIOLOGY	14265	23.3
BOTANY	240	22.9
CHEMISTRY	3757	24.4
EARTH SCIENCE	525	21.8
ECOLOGY/ENV STUDIES	1128	23.1
GEOLOGY	504	23.5
MICROBIOLOGY	1231	24.8
OCEANOGRAPHY	2458	20.9
PHYSICS	1702	26.9
ZOOLOGY	3493	21.8
SCIENCES (BIO & PHYS), GEN	14380	23.3
SOCIAL SCIENCES	(84778)	(21.9)
ANTHROPOLOGY	1172	23.9
ECONOMICS	400	25.5
GEOGRAPHY	178	21.5
HISTORY	4645	23.3
INTERNATIONAL RELATIONS	1455	25.4
LAW	18505	21.9
PARALEGAL/LEGAL ASSISTING	795	18.7
POLITICAL SCI/GOVERNMENT	4938	23.8
PSYCHOLOGY	29924	21.5
SOCIOLOGY	1890	20.7
URBAN STUDIES	78	22.1
SOCIAL SCIENCES, GENERAL	20798	21.7
TRADE & INDUSTRIAL	(11848)	(18.9)
AIRCRAFT TECHNICIAN	272	18.7
AIRPLANE PILOTING & NAVIG	2647	21.2
AUTOMOTIVE BODY REPAIR	480	16.8
AUTOMOTIVE TECHNOLOGY	1502	18.6
AVIATION MANAGEMENT	112	19.9
COMPUTER ELECTRNCS/REPAIR	346	18.7
CONSTRCT TRADES & CARPENT	595	17.6
DIESEL MECHANICS & TECH	424	17.9
DRAFTING	232	18.5
ELECTRICAL EQUIP REPAIR	476	18.3
HEATING, AC, REFRIG MECH	148	17.0
MACHINE TECHNOLOGY	291	18.5
MECHANICAL DRAFTING	92	18.6
WELDING & WELDING TECH	470	16.9
TRADE & INDUSTRIAL, GEN	3761	18.6
VISUAL/PERFORM ARTS	(59414)	(21.3)
APPLIED DESIGN/CRAFTS	299	20.4
ART	4875	20.6
ART HIST & APPRECIATION	304	22.8
CINEMATOGRAPHY/FILM/VIDEO	3183	22.3
DANCE	1707	20.7
DESIGN, GENERAL	1353	20.4
DRAMA/THEATRE ARTS	6099	22.2
FINE ARTS, GENERAL	1267	22.1
GRAPHIC ARTS TECHNOLOGY	1774	21.0
GRAPHIC DESIGN	3838	21.0
MUSIC (LIBERAL ARTS)	2409	22.7
MUSIC PERFORMANCE	7767	22.0
MUSIC THEORY & COMPOSIT	1556	22.6
PHOTOGRAPHY	2943	20.1
VISUAL/PERFORM ARTS, GEN	20040	20.7
UNDECIDED	(102676)	(20.9)

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

REFERENCE GROUP	TOTAL FREQ	TOTAL MEAN	CORE OR MORE FREQ	CORE OR MORE MEAN	LESS THAN CORE FREQ	LESS THAN CORE MEAN	MALES FREQ	MALES MEAN	FEMALES FREQ	FEMALES MEAN
PLAN ON 2-YEARS OR LESS OF COLLEGE										
BUSINESS CONT (02-03)	5268	16.9	1877	17.7	3354	16.4	1052	17.1	4196	16.8
BUSINESS OPER (04-05)	8162	17.2	2592	18.2	5503	16.8	3369	17.2	4758	17.3
TECHNICAL (06-07)	13866	17.4	4446	18.7	9252	16.9	9479	17.5	4340	17.3
SCIENCE (08-09)	7952	18.1	2768	19.2	5046	17.5	4174	18.2	3747	18.0
ARTS (10-11)	4211	18.1	1498	19.1	2656	17.4	1188	18.3	3006	17.9
SOCIAL SERVICE (12-01)	4237	17.3	1503	18.2	2684	16.8	1032	17.2	3187	17.3
OTHER*	17059	17.1	5925	18.0	10845	16.6	6997	17.1	9998	17.1
TOTAL	60755	17.4	20609	18.4	39340	16.9	27291	17.5	33232	17.3
PLAN ON 4-YEARS OR MORE OF COLLEGE										
BUSINESS CONT (02-03)	105099	20.8	68826	21.5	35364	19.3	34739	21.5	70033	20.4
BUSINESS OPER (04-05)	69198	20.7	43290	21.5	25303	19.2	32991	20.7	36000	20.6
TECHNICAL (06-07)	96794	21.0	61626	21.9	34192	19.4	62379	21.0	34108	20.9
SCIENCE (08-09)	140848	22.5	94916	23.3	44432	21.0	68357	22.8	72020	22.3
ARTS (10-11)	107115	22.4	71184	23.1	34828	21.0	32376	22.8	74351	22.3
SOCIAL SERVICE (12-01)	105266	21.2	67635	22.0	36588	19.8	29278	21.4	75615	21.2
OTHER*	266153	21.2	172338	22.0	89015	19.6	116038	21.4	149100	21.0
TOTAL	890473	21.4	579815	22.2	299722	19.9	376158	21.6	511227	21.3

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

REFERENCE GROUP	NUMBER OF STUDENTS	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCE	HS GPA AVG	HS GPA SD
MALE	401153	3.10	3.00	3.27	3.12	3.12	0.62
FEMALE	548917	3.36	3.08	3.38	3.23	3.26	0.57
NO GENDER	3523	3.18	2.99	3.28	3.12	3.14	0.58
AFRICAN-AMERICAN/BLACK	97839	2.91	2.66	3.02	2.85	2.86	0.58
CAUCASIAN-AMERICAN/WHITE	591460	3.30	3.10	3.38	3 23	3.26	0.58
OTHER MINORITY	105219	3.24	3.07	3.32	3.17	3.20	0.58
MISSING/PREFER NO RESP	59075	3.24	3.02	3.33	3.16	3.19	0.59
TOTAL	953593	3.25	3.05	3.34	3.18	3.20	0.59

APPENDIX

THE RESULTS PROFILED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 2000, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR ON A NATIONAL TEST DATE. IF A STUDENT TESTED MORE THAN ONCE, ONLY THEIR MOST RECENT TEST RECORD CONTAINING A VALID HIGH SCHOOL CODE IS USED. THOSE STUDENTS WHO TESTED RESIDUALLY OR TESTED UNDER EXTENDED TIME CONDITIONS ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT NECESSARILY REPRESENTATIVE OF COLLEGE-BOUND STUDENTS NATIONALLY. STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS AND THE SOUTHERN REGIONS OF THE COUNTRY ARE OVER REPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS THE DEMOGRAPHIC MAKE-UP OF A STATE'S ACT-TESTED GRADUATES COMPARED TO THE NATION.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY
ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS), OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS

ALL CALCULATED HIGH SCHOOL GPAS SHOWN IN THIS REPORT ARE BASED ON STUDENT REPORTED COURSE GRADES IN THE FOUR CORE SUBJECT AREAS (ENGLISH, MATH, SOCIAL SCIENCE AND NATURAL SCIENCE).

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU HAVE QUESTIONS CONCERNING THIS REPORT OR NEED A COPY OF THIS GUIDE, PLEASE CALL AT 319/337-1111 OR WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, IOWA 52243.

ACT Assessment

Standards for Transition Summary Profile

National Report

Graduating Class of 2000
Students: 1065138

Purpose

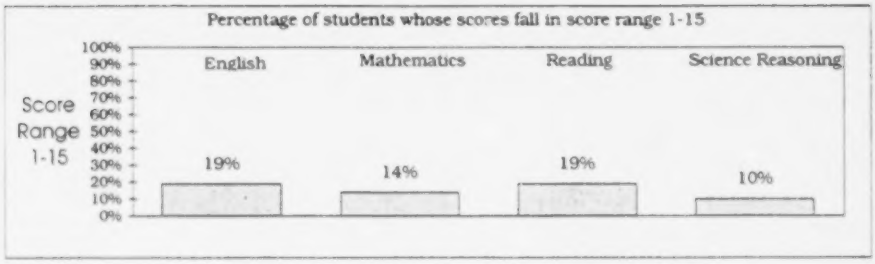
The ACT Assessment program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. This profile gives the percentage of students nationally earning scores in the six score ranges for each of the content areas. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

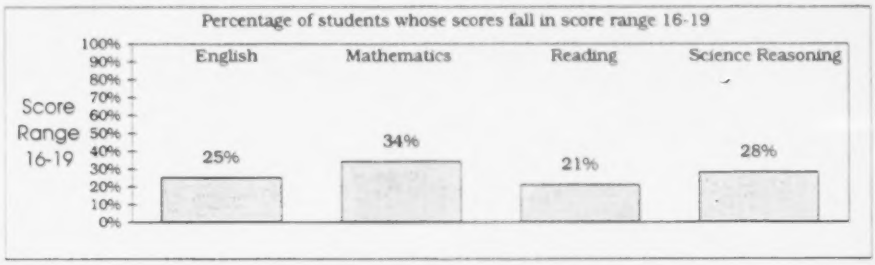
Observations

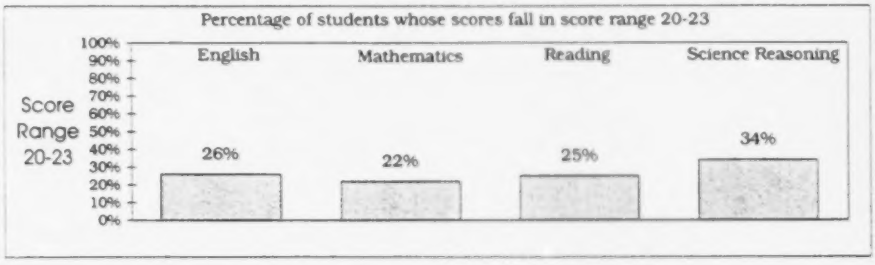
National comparisons should be made within each content area and not across the content areas. It is desirable to have the percentage of students in the two score ranges representing the highest scores (28-32 and 33-36).

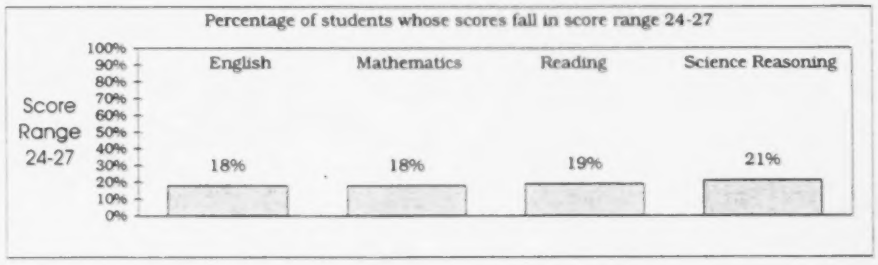
Items on each of the academic tests sample from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. The score ranges given in this profile are linked to the *Standards for Transition*. The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in each test of the ACT Assessment program. The data from this profile along with the *Standards for Transition* and information from other sources can be used to inform local instructional priorities.

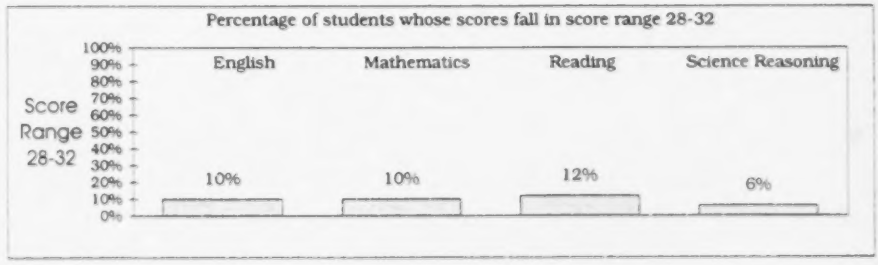
National

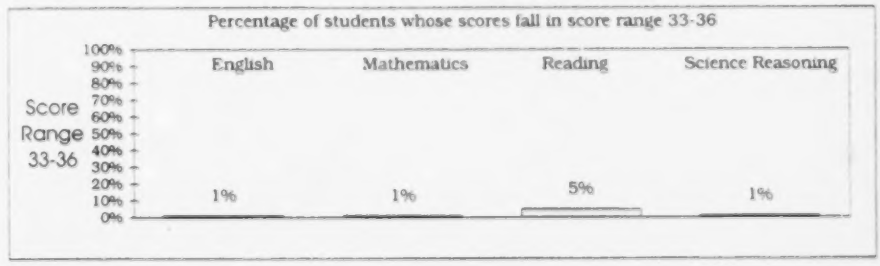












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ACT Assessment

Standards for Transition Report: ENGLISH

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the English Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment English Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment English Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition		
1-15	204032	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of	performance considered by most colleges to be a minimum to enter credit-bearing college courses.	
16-19	266670	25%	Students can identify the basic purpose or role of a specified phrase or sentence. They are able to select the most logical place to add a sentence in a paragraph and delete illogical conjunctive adverbs and irrelevant, redundant, and wordy material. They revise expressions that violate the essay's tone and correct glaringly inappropriate shifts in verb tense or voice.	Students are able to use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments. They solve such basic grammatical problems as whether to use an adverb or an adjective form; they know how to form comparative and	superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction *it's*. They can provide appropriate punctuation in straightforward situations (e.g., items in a series) and can delete commas that disturb the sentence flow.
20-23	279429	26%	Students can identify the main theme or topic of a straightforward piece of writing. They are able to add a sentence that introduces a simple paragraph and to decide the most logical place to add a sentence in an essay. They can use a conjunctive adverb or phrase to express a straightforward logical relationship. They can eliminate details that clearly violate the focus of the essay and revise material to make the writing less	clumsy and more concise. They can use the word or phrase most appropriate in terms of the context and tone of a fairly straightforward essay. Students are able to recognize and to correct marked disturbances of sentence flow and structure (such as misplaced modifiers) and to determine the clearest and most logical conjunction to link clauses. They identify the past and past participle forms of irregular but commonly used verbs	and identify idiomatically appropriate prepositions in terms of their context. They can ensure that a verb agrees with its subject when there is some text between the two, use commas to set off basic parenthetical phrases, and delete unnecessary commas when an incomplete or incorrect reading of the sentence suggests a pause that should be punctuated.
24-27	190167	18%	Students can identify the focus of a simple essay, applying that knowledge to each paragraph's function and determining if an essay has met a specified goal. They are able to add a sentence to introduce or summarize the essay, accomplish a fairly straightforward and limited purpose, and provide a transition between paragraphs when the essay is fairly straightforward. They can delete a sentence that disturbs the development of the paragraph and a phrase that disrupts the flow of the sentence.	They can use conjunctive adverbs or phrases to create subtle logical connections between sentences and can rearrange the sentences in a fairly uncomplicated paragraph. They can identify and correct pronouns that have vague referents and sophisticated-sounding language that is inconsistent with the style and tone of the essay. Students are able to revise to avoid faulty placement of phrases and coordination and subordination of clauses in sentences with subtle structural problems. They	can maintain consistent verb tense and pronoun person in compound sentences or between sentences. They form present-perfect verbs by using *have* rather than *of*. They ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences. They use punctuation to set off complex parenthetical or adverbial phrases and delete unnecessary commas while recognizing inappropriate uses of colons and semicolons. They know how to use apostrophes to indicate simple possessive nouns.
28-32	109149	10%	Students can identify the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, and the need to add supporting detail or delete plausible but irrelevant material. They are able to add a sentence to introduce or conclude a fairly complex paragraph, accomplish a subtle purpose such as emphasis, and express meaning through connotation. They can rearrange sentences in a complex paragraph; make sophisticated distinctions concerning the logical use of conjunctive adverbs or	phrases; and correct vague, wordy, or clumsy writing containing sophisticated language. They correct redundant material that exists in separate clauses or sentences. They use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs. They maintain a consistent and logical use of verb tense and pronoun person; they avoid the pitfalls of hypercorrection, correctly using reflexive pronouns, the possessive pronouns *its* and *your*,	and the relative pronoun *who* rather than *whom*. They ensure that a verb agrees with its subject in complex situations, and they can deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical). They know how to use commas to set off a nonessential/nonrestrictive appositive or clause, a semicolon to indicate a relationship between closely related independent clauses, and an apostrophe to show possession, especially with irregular plural nouns.
33-36	15691	1%	Students can determine whether a complex essay has accomplished a specific purpose. They consider the need for introductory sentences or transitions, basing their decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay. They can add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the	main focus of the essay. They delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. These students work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.	They can ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. They can provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas. They know how to use a colon to introduce an example or an elaboration.

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ACT Assessment

Standards for Transition Report: MATHEMATICS

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Mathematics Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Mathematics Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Mathematics Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	151136	14%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	367222	34%	Students can solve routine one-step and two-step arithmetic problems, single-step percent problems, and straightforward average problems; recognize one-digit factors of a number; and identify a digit's place value. In probability, statistics, and data analysis, these students can perform computations on data from tables and graphs and determine the probability of the complement of an event. In algebra, they can combine two like terms (e.g., $2x + 5x$); substitute whole numbers for unknown quantities to evaluate expressions; and solve one-step equations having whole number or decimal answers. In coordinate geometry, they can locate points on the number line and in the first quadrant of the coordinate plane. In geometry, they can compute the perimeter of polygons when all side lengths are given and compute the area of rectangles when whole number dimensions are given.
20-23	235707	22%	Students can solve routine two-step and three-step arithmetic problems, such as rate and proportion problems, multistep percent problems (e.g., tax added and percentage off), and average problems (e.g., computing with negative integers or using a given average), and exhibit knowledge of elementary number concepts including the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor. In probability, statistics, and data analysis, these students can translate from one representation of data to another (e.g., a bar graph to a circle graph); can determine the probability of a simple event; and exhibit knowledge of simple counting techniques. In algebra, they can manipulate basic algebraic expressions (e.g., substitute integers for unknown quantities, add and subtract simple algebraic expressions, multiply two binomials, and perform straightforward word-to-symbol translations); and solve most first-degree equations. In coordinate geometry, they comprehend the concept of length on the number line; can locate points in the coordinate plane; exhibit knowledge of vertical and horizontal lines and of their point of intersection; and exhibit knowledge of slope. In geometry, they exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 180° and 360°); can compute the area and perimeter of triangles and rectangles when the problems are simple; and can use geometric formulas when all necessary information is given.
24-27	189754	18%	Students can solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) and work problems involving positive integer exponents, ordering fractions, and numerical factors. In probability, statistics, and data analysis, these students can manipulate data; use Venn diagrams in counting; and compute straightforward probabilities for common situations. In algebra, they can work with square and cube roots; determine when an expression is undefined; square numbers and expressions; factor simple quadratics (e.g., the difference of squares and perfect square trinomials); identify zeros or roots of simple quadratic equations; add, subtract, and multiply polynomials; write expressions or equations with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions); solve real-world problems using first-degree equations; solve first-degree inequalities that do not require reversing the inequality sign; and exhibit knowledge of complex number i. In coordinate geometry, they can identify the graph of a linear inequality and find the midpoint of a line segment on the number line; and in the coordinate plane, they can determine the slope of a line from points or equations; match linear graphs with their equations; and find the midpoint of a line segment. In geometry, they can use properties of isosceles triangles; recognize Pythagorean triples; use several angle properties to find an unknown angle measure; compute areas and circumferences of circles after identifying necessary information; compute areas of rectangles and triangles when an additional step is required; and compute the perimeter of simple composite geometric figures with unknown side lengths. In trigonometry, they can identify a particular trigonometric ratio when all necessary side lengths of a right triangle are given.
28-32	107302	10%	Students can solve word problems containing several rates, proportions, or percentages. In probability, statistics, and data analysis, students can interpret and use information from tables and graphs including graphs in the coordinate plane; apply counting techniques; and apply the definition of probability. In algebra, they can apply the rules of exponents and number properties—often in a new context—to solve problems that involve even/odd numbers, positive/negative integers, and prime factorizations; manipulate equations; write expressions for common algebra settings; solve absolute value equations; solve linear inequalities that require reversing the inequality sign; and find solutions to systems of linear equations. In coordinate geometry, they can graph the solution set of linear inequalities on the number line; and in the coordinate plane, they can use the distance formula; use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point, and recognize special characteristics of parabolas and circles from their equations (e.g., the vertex of a parabola and the center or radius of a circle). In geometry, they can apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles; use the Pythagorean theorem; and use relationships involving area, perimeter, and volume of geometric figures to compute another measure. In trigonometry, they can apply basic trigonometric ratios to solve right-triangle problems.
33-36	14017	1%	Students can solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings). In probability, statistics, and data analysis, students can analyze and draw conclusions based on information from tables and graphs including graphs in the coordinate plane and exhibit knowledge of conditional and joint probability. In algebra, they can draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers; exhibit knowledge of logarithms and geometric sequences; can write an expression or equation that requires planning, solving, and/or manipulating to accurately model a situation; and can solve simple absolute value inequalities. In coordinate geometry, they can graph solutions to simple quadratic inequalities on the number line and identify characteristics of graphs in the coordinate plane based on a general equation such as $y = ax^2 + c$ or on a set of conditions. In geometry, they can draw conclusions based on a set of conditions; solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas (e.g., illustrating a scenario and then determining a solution path, and using algebraic representations for area); use scale factors to determine the magnitude of a size change; and compute the area of irregularly shaped regions that require planning or visualization. In trigonometry, they can use trigonometric concepts and basic identities to solve problems; exhibit knowledge of unit circle trigonometry; and can recognize graphs of basic trigonometric functions.

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ACT Assessment

Standards for Transition Report: READING

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Reading Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Reading Test.

Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.

The ACT Assessment Reading Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	200973	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	218946	21%	Students can exhibit a basic understanding of uncomplicated literary narratives. They are able to draw simple conclusions and make simple generalizations about the main points and characters; they are able to identify relationships between principal characters and to identify details that are important to a story. In uncomplicated informational passages, they are able to locate simple details at the sentence and paragraph level. These students are beginning to develop the reasoning skills that will enable them to answer more complex questions and comprehend more challenging passages.
20-23	266308	25%	Students can grasp the important components of uncomplicated literary narratives and informational passages. They respond with increasing confidence to factual questions in informational passages. They can identify comparative relationships between ideas and characters, and can identify clearly stated cause-effect relationships found in uncomplicated texts. They are able to order simple sequences of events in uncomplicated literary narratives. They also draw simple conclusions using details that support the main idea of more challenging passages. They locate important details and are beginning to use context clues to define words in uncomplicated passages. These students demonstrate some reasoning skills, evident in their ability to make simple generalizations about characters and about the author's attitude toward his or her subject in uncomplicated passages.
24-27	197873	19%	Students can exhibit a sound understanding of the important features of more challenging literary narratives and informational passages. They can infer the main idea of some paragraphs in more challenging passages, and they can discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. They have a sound grasp of relationships between characters and ideas and can identify subtly stated cause-effect relationships in uncomplicated literary narratives and informational passages. They can use context clues to determine the appropriate meaning of multiple-meaning words in uncomplicated passages, and can order sequences of events in uncomplicated passages. They are expanding their use of reasoning skills: making generalizations about characters and situations from explicit language and summarizing basic events and ideas in more challenging passages.
28-32	129720	12%	Students can read closely all but the most dense and complex passages. Among the skills these students exhibit are the ability to: infer the main idea of a passage or paragraph; use details from different sections of some complex informational passages to support a specific point or argument; and order sequences of events as they occur in more challenging literary and informational passages. They reveal an understanding of the dynamics of characters' relationships in more challenging literary narratives, and they are able to identify implied cause-effect relationships. These students can determine the appropriate meanings of words from richly figurative contexts. They demonstrate their ability to reason by: using information from different sections of more challenging passages to make generalizations about characters and situations, determining an author's tone or attitude toward his or her subject, and summarizing events and ideas in virtually any passage.
33-36	51318	5%	Students can read closely and reason about even the most dense and complex passages. They can identify main ideas of passages and paragraphs, locate the important details and facts that support any idea or argument, and order sequences of events in complex passages. They make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between characters and ideas. They also have the ability to identify implied cause-effect relationships in complex passages, and can determine, even in situations where the language is quite figurative and the vocabulary is difficult, the meanings of context-dependent words or phrases in any passage. They read with critical understanding, evident in their ability to make complex generalizations about characters and situations by synthesizing information from different portions of the text. They are also able to identify and then generalize about an author's attitude or point of view toward his or her subject in virtually any passage. They can understand and generalize about portions of a complex literary narrative that use a range of literary devices.

Descriptions of the ACT Assessment Reading Passages

LITERARY NARRATIVES

Uncomplicated
refers to excerpts from essays, shorts stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

More Challenging
refers to excerpts from essays, shorts stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.

Complex
refers to excerpts from essays, shorts stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

INFORMATIONAL PASSAGES

Uncomplicated
refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

More Challenging
refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

Complex
refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

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ACT Assessment

Standards for Transition Report: SCIENCE REASONING

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Science Reasoning Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Science Reasoning Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Science Reasoning Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	106122	10%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	300378	28%	Students can select a single data point from a table and identify the basic features of a table or graph (e.g., headings, units of measurement, axis labels). They can also understand basic scientific terminology and can find pertinent information in a brief body of text. When working with data, they can compare two data points within one variable. They can identify a direct relationship between two variables.
20-23	357489	34%	Students can select data from simple graphs (e.g., line graphs, bar graphs) and diagrams (e.g., carbon cycle, electrical circuits). They are able to identify pertinent data from a table with two variables and can also identify whether a relationship exists between two variables. When working with data, they can identify an inverse relationship between two variables. They can translate both written data and tabular data into graphic form. They understand basic lab procedures and can identify the control in an experiment or study.
24-27	221680	21%	Students can select pertinent data from a graph or table with three or more variables and can interpolate between data points in a graph or table. They can identify a simple mathematical relationship between data and can identify a direct or inverse relationship between three or more variables. They understand moderately complex lab procedures and can determine the purpose behind parts of a basic experimental design. They can select a simple hypothesis, statement, prediction, generalization, or conclusion that is supported by a data set. They can identify strengths and weaknesses or similarities and differences in one or more experiments or viewpoints. They can also identify key issues in an argument or viewpoint and determine whether new information supports or weakens a viewpoint or hypothesis.
28-32	63793	6%	Students can identify a complex mathematical relationship between data and can extrapolate from data points in a graph or table. They are able to compare and combine written information from the text with additional information provided (e.g., data in tables or figures). They understand complex lab procedures, can determine the hypothesis for an experiment, and can determine the purpose behind parts of a moderately complicated experimental design. When analyzing an experiment, these students can identify an alternate method for testing a hypothesis. These students can select a complex hypothesis, statement, prediction, generalization, or conclusion based on one data set. They can also select a set of data that support or contradict a hypothesis, statement, prediction, generalization, or conclusion. They can also predict the most likely or least likely result based on a given viewpoint.
33-36	15676	1%	Students can compare and combine data from two data sets. They are also able to combine new, complex information with given data or other information. They understand precision and accuracy issues. When analyzing an experiment, these students can predict how modifying an experiment or study (adding a new trial or changing a variable) will affect the results. They can also identify new information that could be collected from a new experiment or by modifying an existing experiment. They can select a complex hypothesis, statement, prediction, generalization, or conclusion based on two or more data sets. They are able to determine whether given data or other information supports or contradicts a hypothesis or conclusion.

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